**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.NBT.4**  **The Envision Lesson: Topic 2-7 Problem Solving: Draw a Picture and Write an Equation** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Compatible Numbers  Rounding , Estimate, Multiples |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| You know that (+) and (-) can be used to solve problems. Today you will use pictures to help you decide which operations and number sentences are needed to solve a problem.  How many of you have been to Hogle Zoo? Have you ever wondered how much more the gorilla weights than the lemur monkey? What information do we need to know to complete this problem? How would you draw a picture to show this information? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Review vocabulary: Picture/diagram, equation/number sentence.  Suggest that students use an addition bar diagram. They can also make a sketch using lines and X’s to show ones and tens for each type of animal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Provide magazines, clip art or computers and printers to have pictures of animals to make pictures. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *If students are having difficulty in deciding which operation to use, then ask: What does the word “more” tell you in this problem? [To Add]* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Have students use page 45 in their textbooks that go along with the animal theme. Have them record answers and pictures in their journals. Encourage the students to use the addition bar for some of their drawings.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Teacher Observation of checking the student’s Math journals. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| Independent Practice Page 46 if needed. | |